Enhancing Education Through Technology (EETT)
Competitive Sub-grant Application Assurance Sheet

Project Title: Back to Basics Amount of Request: $75,000
District Name (Fiscal Agent for Consortiums): Homedale School District Number: 370
Please list the school name, and indicate whether it is a targeted school or a partner school and certify the CIPA compliance for all participating schools within the project:

Dist. # or 'P' for Private School	School Name	This school is a targeted school 'T' or a partner school 'P'.	This school is in compliance with the CIPA as outlined on page 3 of the guidance document.
#370	Homedale Middle School	(T) P	(YES) NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO

I certify that we have contacted the charter and private schools in our area about participation in this grant.

Superintendent Name: Tim Rosandick	E-mail: trosandick@homedaleschool.org	Telephone: 337-4611
Signature:		
District Technology Coordinator Name: Dave Holmes	E-mail: dholmes@homedaleschools.org	Telephone: 337-4614
Signature: Dave Holmes		
Project Director Name (if different than District Technology Coordinator): Phyllis Beck	E-mail: pbeck@homedaleschools.org	Telephone: 337-5780
Signature: Phyllis Beck		

Abstract

We believe

- middle school is not too late to accelerate the reading achievement of young adolescents.
- significantly improving the reading scores of middle school students will positively affect the outcome of scores across the curriculum.
- the learning environment is positively affected by the use of technology-based instructional strategies.
- a wide range of digital technologies appears to enhance the reading performance of middle school students.

Clearly the Homedale School District (HSD) believes in the value of reading and technology literacy for all students. In actuality, HSD is finding reading success among its students challenging. Because of low ISAT reading scores, both Homedale High School and Homedale Elementary School are on Alert. Furthermore, Homedale Middle School has not met Adequate Yearly Progress (AYP) in reading for the past three years, resulting in School Improvement Year 2 status. In recognizing this as a critical need, a district team, along with an independent consultant, met August 16, 2006. As a result, the Sheltered Instruction Observation Protocol (SIOP) instructional model was adopted with the intention of becoming fully implemented by the 2008-2009 school year.

Homedale Middle School is the focus for this year's EETT grant. The project *Back to Basics* is requesting funds to further support the SIOP instructional model through the following:

- expand existing technologies for the middle school language arts department
- provide professional development for middle school teachers

Knowing that students learn best when they are actively engaged with the content, middle school teachers who implement technology into their content areas are reporting encouraging results. The SIOP Model is a research-based instructional model that has proven effective in addressing the academic needs of English language learners as well as all other students. The SIOP Model focuses on academic literacy mainly in the content areas and uses supplementary materials that support the academic tasks including related reading texts, graphs, illustrations, models, and audio-visual resources. Research shows that technology-based lessons which provide hands-on, inquiry-based learning activities increase student academic achievement and technology literacy. Technologies offer multiple pathways for students to learn and to demonstrate understanding of content and by tapping into auditory, visual and kinesthetic preferences of the students. Clearly, technology instructional strategies support the SIOP Model.

The critical goal is to increase reading academic achievement: the core of higher level literacy and learning. Reading must progress from word recognition to reading for meaning. When varied digital technologies are used effectively within the teaching and learning environment, research states that increased comprehension of up to 65% is the most common outcome! (Pearson, 2005) Increased reading achievement among our middle school students will certainly have a positive impact within our school that will continue as students proceed through high school and beyond.

Educational Need

District Demographic Data

The Homedale School District (HSD) is made up of three schools: the high school, grades 9-12; the middle school, grades 5-8; the elementary school grades K-4. Sixty-eight teachers educate 1201 students. While there are approximately 100 students per grade level, the following table includes **demographic data only for those grades who take the ISATS.**

Current School Year 2007-2008	Total	Economically Disadvantaged	Ethnicity			LEP
			Hispanic	White	Other	
Elementary (grades 3-4)	201	66%	42%	55%	3%	19%
Middle (grades 5-8)	389	65%	42%	56%	2%	13%
High (grades 9-10)	185	55%	37%	62%	1%	6%
District (grades 3-10)	775	63%	41%	57%	2%	13%

(Demographic Data by School For Grades 3-10 Only: 2 ES Grades; 4 MS Grades; 2 HS Grades)

Clearly the above table shows a drop in the categories of total enrollment, Hispanic, and Limited English Proficient (LEP) student populations at the high school level as compared to the elementary level. This indicates both a strength and weakness. HSD is an immersion district in that all instruction is in English and many LEP students successfully progress and move out of the targeted program. However, the district also loses students along the way as they pass through the educational process.

District Academic Trend Data

The table below **compares the State Math and Reading ISAT Proficiency Averages and the Homedale School District ISAT AYP Percent Proficiency Scores.** Even though some HSD scores are above the State target scores (designated *), notably, HSD scores are significantly below State scores.

School Year	State Average Math Score	HSD Math Proficiency	State Average Reading Score	HSD Reading Proficiency
2004-2005	77.6%	*61.9%	83.0%	*74.9%
2005-2006	82.8%	75.0%	84.2%	*76.0%
2006-2007	77.0%	*70.1%	80.9%	71.6%

(District AYP ISAT Based on Spring Scores: Trend Data; * designates Higher than AYP Target)

Homedale Middle School Academic Data

While the data clearly shows academic needs at all three schools within the district, the focus of the EETT grant is narrowed to the Homedale Middle School (HMS), specifically the 7th and 8th grade language arts department for two overall reasons:

- HMS has not made Reading Proficiency for three years (see following table), and
- HMS 7th and 8th grade class rooms are next in the district plan for technology upgrades

This table displays the **Reading Proficiency levels of the HMS sub groups** and clearly indicates a crucial academic need among these targeted groups.

School Year	ISAT Reading Target	Eco. Disadvantaged Reading Proficiency	Hispanic Reading Proficiency	LEP Reading Proficiency
2004-2005	72%	64.6%	57.8%	34.8%
2005-2006	72%	64.5%	56.8%	32.2%
2006-2007	78%	56.6%	58.3%	29.4%

(Homedale Middle School Sub-Group Reading ISAT Proficiency Based on Spring Scores: Trend Data)

The following data is embarrassing to display; and while it may not be valid in all cases depending on whether or not students take the test seriously, this is the Homedale Middle School **STAR Instructional Reading Level** (IRL) report. The IRL is the grade level at which a student is at least 80% proficient at recognizing words and comprehending material with assistance.

	5th Grade	6th Grade	7th Grade	8th Grade
Below Grade Level	72%	72%	72%	79%
At Grade Level	13%	16%	0%	4%
Above Grade Level	15%	13%	28%	17%

(Homedale Middle School STAR Instruction Reading Level by Grade)

While both reading and writing can be and are done separately, one promotes the other. (Schmoker, 2006). The **HMS grade-level DWA results are compared to State averages** on the table below. Again, there is a huge discrepancy in the scores.

School Year	State 6th Grade Average	HMS 6th Grade	State 8th Grade Average	HMS 8th Grade
2004-2005	32%	23%	46%	30%
2005-2006	54%	53%	68%	52%
2006-2007	45%	39%	58%	28%

(State and Homedale Middle School DWA Trend Data)

HMS scores are below State averages in every case. These scores validate the idea that reading and writing go hand in hand and reinforces the critical need for addressing reading deficiencies.

Generally speaking, middle school scores overall are perhaps the most difficult to view! It does seem that the adolescent years affect many children in strong ways, including a decline in academic success. Thankfully, most students do survive adolescence, and there is generally a rise in their academic success as they grow older. But what do we do with adolescents during their middle school years? What will help capture their thoughts, stimulate their thinking, and actually promote academic success during their adolescence? How can we jump-start these students who are soon to begin their high school careers?

We believe the answer lies in encouraging and supporting teachers to engage students' hearts and minds through a diversity of technology tools, strategies, and methods to improve their reading!

Local Project Detail

Project Goal

Therefore, the Homedale School District (HSD) will use the EETT granted funds *to improve student reading achievement through increased technology and professional development.* All teachers in the Homedale Middle School (HMS) language arts department will be provided with a projection system, student computers, wireless slates, and an online technology literacy curriculum. Funding will also provide onsite professional development from the online literacy company and a HSD instructional technology specialist who will combine to give these teachers the necessary training and support to effectively and skillfully integrate the new technologies into their normal teaching practice.

Teacher Objectives

- Teachers will *plan and design effective learning environments and experiences supported by technology* as measured by recorded observations and teacher journals detailing their use of the new technologies.
- Teachers will use a diversity of digital choices to *enhance student learning to increase student achievement* as measured by the State ISAT test and the Direct Writing Assessment.
- Teachers will learn to use technology to *address diverse student learning needs*, higher order thinking, and creativity as measured by the State ISAT test, the Direct Writing Assessment, recorded observations, and teacher journals detailing student response to the new technologies.

Teacher Activities

HMS teachers will

- use classroom projection system to integrate standards-based lessons, including PLATO, into whole group instruction. (We are currently encouraging a more wide-spread use of PLATO throughout the district, to include whole group instruction along with single student remediation.)
- use wireless slates from anywhere in the classroom to interact with projected information on the projection screen.
- embrace classroom computers for more than testing, diagnosis, assessment, and word processing; they will let computers help differentiate and enrich classroom instruction.
- utilize online curriculum to introduce reading strategies, improve student learning outcomes, and encourage skills students need for success in the 21st century.
- make use of the accompanying interactive CD-ROM from current district adopted language textbooks for technology-related teacher helps and students activities.
- employ strategies from the SIOP Model in classroom instruction to tap into auditory, visual and kinesthetic preferences of the students; they will offer multiple ways for students to demonstrate learning.
- attend training to learn how to design learning environments to make the most of the new technology resources, and learn how to create digitally diverse classrooms that use technology-based strategies to help students develop higher order thinking and problem-solving skills.
- advance their abilities in using technology tools to handle assessment and management data.

Student Objectives

- Students will *use a diversity of digital choices to increase academic achievement* as measured by the State ISAT test and the Direct Writing Assessment.
- Students will *use a diversity of digital choices to enhance learning, increase productivity*, and promote creativity as measured by completed assignments, observed student attitudes and behaviors, and student surveys.
- Students will *use a diversity of digital choices to demonstrate learning* as measured by electronic portfolios and student journals detailing their use of the Internet, digital media tools, and common software applications.

Student Activities

HMS students will

- use wireless slates to interact with information on the projection screen from anywhere in the classroom.
- use online curriculum to work with assigned core curriculum while possibly incorporating presentation software, spreadsheets, databases, and word processing tools.
- make classroom computers their tool of choice, when appropriate, for research, presentation, demonstration, publishing, collaboration, and communication—more than just for word processing.
- make use of the student activities found on the accompanying interactive CD-ROM from current district adopted language textbook.
- ask for and employ multiple ways to demonstrate student learning.

Project Timeline

- Spring 2008—purchase and install technology equipment: computers, projection systems, etc
- Spring 2008—attend EETT grant evaluation in-service
- March 2008—order online curriculum and schedule August training date
- August 2008—conduct professional training from online curriculum company
- August 2008—begin full implementation of project: technologies and instructional strategies
- 2007-2008 school year— scheduled and ongoing district provided professional development
- 2007-2008 school year—full implementation of SIOP Model
- 2007-2008 school year—ongoing project assessment (monitor, collect data, analyze, adjust)
- 2007-2009—compensate part-time salary for Instructional Technology Specialist

Assessment

Last year Homedale Middle School (HMS) received a School Improvement grant. Using a portion of those funds, an Academic Intervention Monitoring System was purchased to help design and monitor intervention goals for students experiencing academic difficulty. Concurrently, data collected from this system will be utilize to assess this project

HMS will also gather data at the district, school, and classroom levels to gain a clearer picture of how the *Back to Basics* project is progressing: whether or not it is on target to meet the stated goals. Teachers and students will be involved in the process through the use of surveys, recorded observations, and, of course, State and District testing scores.

Sustainability

It is important to note that with the acceptance of this grant, Homedale School District (HSD) is not introducing any new programs or new and different learning technologies. *Back to Basics* is simply seeking to support one critical component of the School Improvement Plan (the SIOP Model) and to enhance existing technologies by "filling in the gaps." In so doing, *Back to Basics* will also support and provide activities for Goal #9 of the HSD Continuous Improvement Plan (CIP) which is to *Increase the Use of Information Technology.*

HSD already supplies and maintains a number of existing resources to ensure a successful implementation of the *Back to Basics* project, for now, and a successful continuation of the project into the future. HSD employs a part-time middle school SIOP coach, one full-time and one part-time district Instructional Technology Specialist, and a network systems manager. Additionally, technology equipment maintenance, on-site instructional technology professional development, and bi-monthly district teacher collaboration times all combine to build in-house capacity to continually support the sustainability of the project.

Language arts and PLATO resources are presently available; however because of limited access to technologies, use of those resources is not practical at this point. *Back to Basics* will "fill in the gaps" by helping better utilize current resources without causing inability to sustain additional resources.

Stakeholder buy-in is huge when considering the sustainability of any project. Following are three quotes from concerned HSD stakeholders; the first two are found inside the Fall issue of the Homedale Joint School District Newsletter:

> "Our district's goal is to have consistent and universal application of SIOP strategies in every classroom, every day, with the beginning of the 2008-2009 school year. We are pushing hard this year to provide high quality professional development and other forms of support." Tim Rosandick, HSD Superintendent

> "Educator Jacques Barzun states: 'No subject of study is more important than reading . . . all other intellectual powers depend on it.' Good readers will do far better on a math or science test or a technical application assessment, for example, if their reading levels allow them to comprehend." Glenda Eubanks, HSD Director of Curriculum

> "HMS is currently writing a part-time literacy coach into the School Improvement grant. The sense of need to 'close the gap' for our struggling readers is now. We will continue to challenge all kids to improve their reading comprehension skills which will positively impact their lives." Luci Asumendi-Mereness, HMS Principal

Even though the heart of this grant is to improve student reading achievement, we expect the outcome will be improved scores across the curriculum as supported by data. Yes, the Homedale School District is strongly committed to the support and the sustainability of the goals as laid forth in *Back to Basics: Reading Across the Curriculum—Technologically Speaking.*

Budget Narrative

The following budget is presented in full support of the goals, objectives and activities of the *Back to Basics* project:

1. **Projection Systems**: 3 projection systems including an LCD projector, mounting brackets, cables, installation, and an extra bulb, for each of three language arts classrooms. (One class room is already equipped.) $2,600 X 3 = **$7,800**

2. **Desktop Computers**: 7 desktop student computers for each of the four language arts classrooms. These will update the four old computers currently in the classrooms and add an additional three computers. (Computer wall counters already in place) $650 X 28 = **$18,200**

3. **Laptop Computers**: 24 laptops to update our existing two mobile laptop carts. These laptop carts, purchased in 2000 as mobile checkout labs, were extensively used; but now the carts often sit in the tech office because the laptops work so slowly—if at all. $800 X 24 = **$19,200**

4. **Software Licenses**: 52 Microsoft 2000 Student Office suite licenses for all new computers. $60 X 52 = **$3,120**

5. **Wireless Slates**: 8 Smart® AirLiners (wireless slates); two for each of the four language arts classrooms. These are used as a handheld wireless slate to interact with projected information on a screen from in anywhere inside the classroom. $400 X 8 = **$3,200**

6. **Color Printer**: 1 color printer with an extra supply of toner for use by all four language arts classes. **$1,220**

7. **Online Technology Literacy Curriculum**: a 1-year subscription to *EasyTech* online technology literacy curriculum includes 500 licenses—enough for the entire middle school building. We are not asking teachers to implement this curriculum in addition to or beyond their current curriculum. Instead it will give teachers a resource of standards-based core curriculum and lesson ideas to support and enhance their current teaching practices. Since reviewing *EasyTech*, HMS is already considering sustaining the subscription with building curriculum funds for the newly-designed middle school Technology Applications class. **$2,500**

8. ***EasyTech Professional Development**: 1 full day of the online curriculum training for up to 40 participants. This provides for all HMS teachers plus additional staff. **$2,000**

9. ***Compensation for In-District Profession Development**: 6.5 days (or 13 half days) for 11 teachers (7th & 8th grade). This is either substitute pay ($40 per half day) for in-school training, and/or teacher stipends ($25 per hour) for out-of-school training on instructional technology strategies. **$5,760**

10. ***Instructional Technology Specialist**: 1 part-time salary (no benefits) for an Instructional Technology Specialist. This amount will supplement current District funds (for the life of this grant) to reimburse this position for additional in-district contract days. **$12,000**

Project Total **$75,000**

*includes $19,760 (26.3% of the total request) for professional development

Budget Worksheet

	100	200	300	400	500	
Activity	**Salaries**	**Benefits**	**Contractual Agreements**	**Materials & Supplies**	**Capital Objects**	**Total**
1. Projection Systems (3)			$3,000	$1,800	$3,000	$7,800
2. Desktop Computers (28)					$18,200	$18,200
3. Laptop Computers (24)					$19,200	$19,200
4. Software Licenses (52)				$3,120		$3,120
5. Wireless Slates (8)					$3,200	$3,200
6. Color Printer				$520	$700	$1,220
7. EasyTech Online Curriculum			$2,500			$2,500
8. EasyTech PD			$2,000			$2,000*
9. In-District PD			$5,760			$5,760*
10. Instructional Technologist	$12,000					$12,000*
Sub-Totals	$12,000	0	$13,260	$5,440	$44,300	$75,000
GRAND TOTAL						**$75,000**

*Professional Development = $19,760 or 26.3% of total grant request